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ABSTRACT

The North Central Regional Educational Laboratory has developed principles for culturally responsive education, along with a series of tools to help educators respond to the needs of students from a variety of cultural backgrounds. This selective listing of promising programs and practices has been developed to provide examples of professional development programs, school-based initiatives, and other efforts to implement culturally responsive education. The listing will help educators reflect upon, adapt, and restructure their own educational programs to serve an increasingly diverse student population. Program and practice descriptions are grouped into the following sections: (1) five professional development programs; (2) 11 school initiatives; (3) eight curricular and instructional programs and practices; and (4) 10 resource organizations. (SLD)

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Promising Programs and Practices in Multicultural Education

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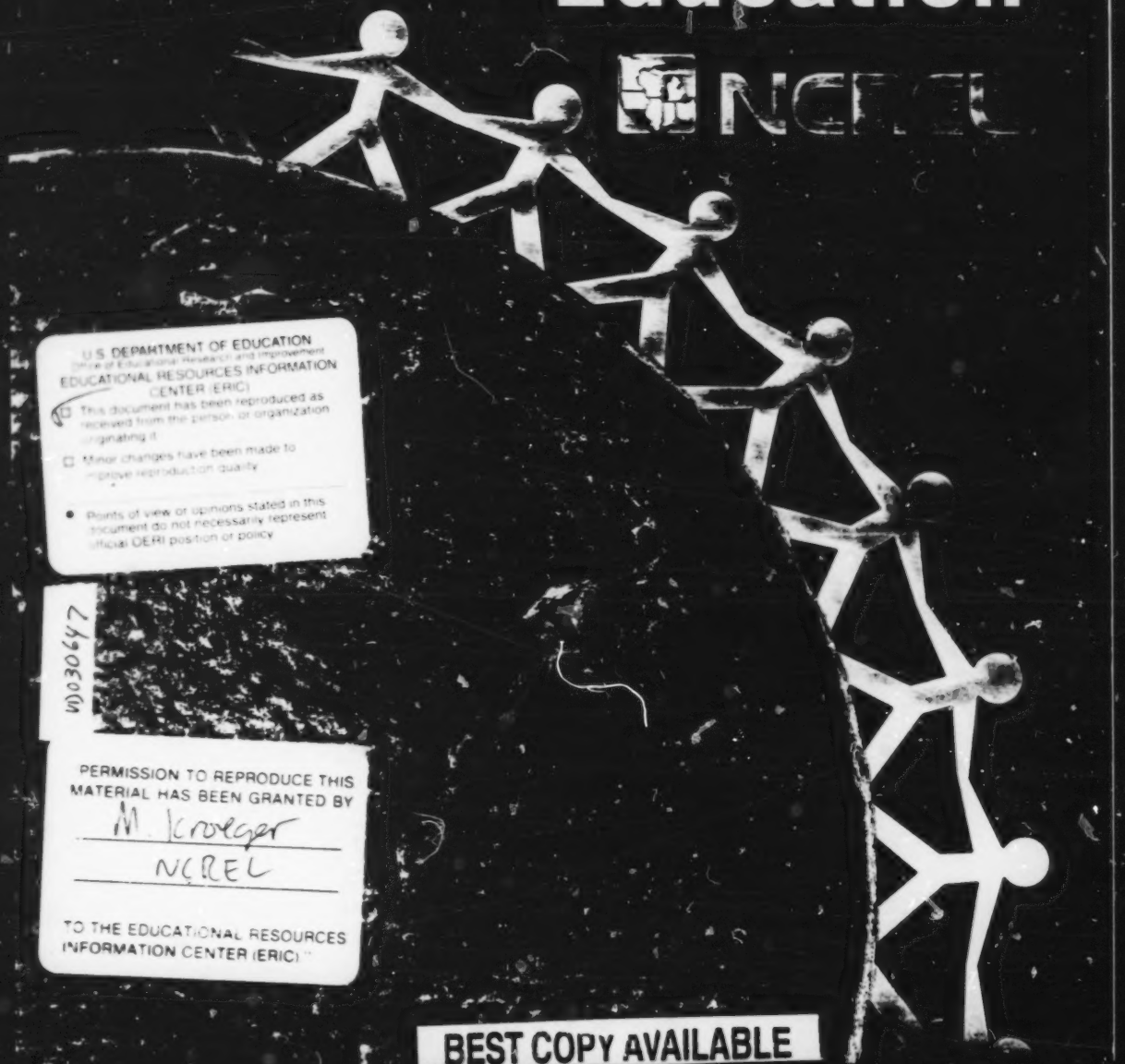

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North Central Regional Educational Laboratory
1900 Spring Road, Suite 300
Oak Brook, Illinois 60521
(708) 571-4700 FAX (708) 571-4716

Jeri Nowakowski	Executive Director
Lynn J. Stinnette	Director, Urban Education
Robin LaSota	Program Coordinator, Urban Education
Robin Fleming	Program Assistant, Urban Education Primary Writer
Holly Jovanovich	Desktop Publisher
Lenaya Raack	Editor
Stephanie Blaser	Production Coordinator

NCREL is one of ten federally supported educational laboratories in the country. It works with education professionals in a seven-state region to support restructuring to promote learning for all students—especially those most at risk of academic failure in rural and urban schools.

The Urban Education Program's mission is to improve education for urban children and youth, especially those who are underachieving and historically underserved. We provide products and services that connect superintendents, principals, and teachers from nearly 5,000 urban schools to research and best practice. We work in partnership with schools and districts to build capacity for (1) teaching advanced skills to all students, (2) implementing multicultural education, (3) leading school change and innovation, and (4) supporting professional development that promotes whole school change.

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Promising Programs and Practices in Multicultural Education

Introduction

In order for all students to reach academic excellence, educators must acknowledge and respond to an increasingly diverse student population in the context of the ever changing and complex world in which we live. The North Central Regional Educational Laboratory (NCREL), in collaboration with the nation's leading scholars and practitioners in multicultural education, has developed the following principles for culturally responsive education:

- School policies and practices demonstrate respect for and acceptance of culturally and linguistically diverse students.
- Curriculum, instruction, and assessment build on students' culture, language, and prior experiences.
- Educators set high expectations for all students and provide opportunities for the students to reach them.
- Students gain knowledge about a variety of cultures and languages.
- Schools construct culturally responsive and high-achieving learning environments through active partnerships with parents, families, and community leaders.
- Professional development helps educators examine their own beliefs and fosters understanding of culturally and linguistically diverse groups.

NCREL's Urban Education Program has developed a series of tools to help educators respond to the needs of students from a variety of cultural backgrounds. Other NCREL products on this topic include a poster highlighting research-based principles of culturally responsive practice, an annotated bibliography of key research, a videotape featuring exemplary models of culturally responsive education, a checklist to assess the extent to which school practices are culturally responsive, and a series of monographs addressing issues in multicultural education.

We have developed this selective listing of Promising Programs and Practices to provide examples from across the nation of professional development programs, school-based initiatives, and other efforts to implement culturally responsive education. Not intended to be exhaustive, this selective listing will assist you as you reflect upon, adapt, and restructure your own educational program to serve an increasingly diverse student population more effectively.

Professional Development

This section highlights programs and initiatives designed to provide school staff with the knowledge and skills necessary to teach students of diverse backgrounds and cultures more effectively.

History Alive!
Mountain View, CA

Bert Bower
Executive Director
Teachers' Curriculum Institute
201 San Antonio Cir.
Ste. 105
Mountain View, CA 94040
(415) 948-7878
To place an order, obtain a calendar of upcoming events, or schedule a workshop, call:
(800) 497-6138
FAX: (415) 948-9303

Developed in 1989 by the Teachers' Curriculum Institute (TCI), History Alive! is a professional development program that provides teachers with access to teaching strategies, activities, and materials designed to engage students in learning history. This approach is based on six strategies developed by teachers who combined educational research and theory with the realities of classroom teaching. The strategies are designed to engage students from various cultural backgrounds and possessing diverse learning styles in the study of history. History Alive! is composed of the following six strategies:

- *Interactive Slide Lecture*: Students view, touch, interpret, and act out historic images projected as slides. Teachers use questioning techniques as students capture information in a unique notetaking style.
- *Experiential Exercise*: Teachers recreate moments in history, such as the horrors of fighting trench warfare or the monotony of life on the assembly line, so students can more meaningfully understand the significance of past events.
- *Social Studies Skill Builders*: Students sit in small groups to view and discuss slides depicting controversial historical events, such as the Boston Massacre and Japanese-American internment. Students defend their analysis to the rest of the class.
- *Problem-Solving Groupwork*: Students with a wide variety of learning styles sit in small groups to work on high-level, problem-solving groupwork projects, such as creating a minidrama about life in the Great Depression or preparing a panel discussion on the best form of government.
- *Writing for Understanding*: This strategy challenges students to write forcefully and for a purpose, such as writing poetry about the experience of Chinese immigrants on Angel Island or reporting on an interview with a Vietnam veteran. These strategies are designed to encourage students to use information and concepts in a variety of contexts.

TCI offers a variety of professional development opportunities for teachers. Through a ten-step approach, TCI shows teachers how to create a classroom in which students learn to share ideas, work cooperatively, tolerate differences, disagree agreeably, and take risks. TCI also shows teachers how to use Interactive Student Notebooks that allow students to use various writing and graphic techniques to organize and process information. Through History Alive! training, teachers also learn to assess students' multiple abilities. Workshops, led by trainers who are classroom teachers, demonstrate History Alive!'s six teaching

strategies, involve participants in model lessons, provide concrete ideas for creating curriculum, and present the theory of multiple intelligences and cooperative interaction. The Institute offers on-site, one-day workshops; on-site, two-day workshops; weeklong summer institutes; a series of regional, one-day workshops; professional conferences; and ongoing consultation. Materials are available for the following TCI programs: Middle School World History Program, Middle School U.S. History Program, High School 20th Century U.S. History Program, and High School Modern World History Program. Program units include slides, activities, handouts, transparencies, lesson plans, and other materials.

Learning to Teach in Inner-City Schools (LTICS)
Houston, TX

Jane Stallings *or*
Nancy James
Educational Research Group
College of Education
Texas A&M University
2121 Holcombe, Ste. 214G
Houston, TX 77030
(713) 677-7712
FAX: (713) 677-7727

In 1987, the Houston Teaching Academy, located on the campus of a combination elementary/middle school, became the site for the Learning to Teach in Inner-City Schools (LTICS) project. The purpose of the program is to change how teachers think about instruction in inner-city schools and to provide them with the knowledge and skills necessary to teach effectively in urban settings. The Academy includes a school site council and university-based council. LTICS uses a "triad" approach that joins university supervisors, college supervisors, and student teachers to develop and learn effective strategies for educating inner-city students. Teachers and supervising teachers are observed and set goals for themselves at the beginning of the semester and are evaluated at the end of the semester. The Stallings Observation System (SOS) is used, which involves in-depth observation of students' and teachers' behavior and interaction. The ultimate goal of the program is to provide professional development to teachers and student teachers so that students will prosper academically and socially. Participants attend ten weekly, interactive seminars per semester. Courses deal with some of the following issues:

- Understanding the community and students' culture
- Working with neighborhood children and their families
- Understanding research on effective teaching
- Improving classroom organization and management
- Planning lessons that promote higher-level thinking
- Using positive behavior management techniques
- Linking students' prior knowledge, culture, and experiences with school lessons
- Implementing the principles of interactive instruction
- Improving reading comprehension by using culturally diverse literature
- Analyzing personal change and setting new goals

The program is disseminated through LTICS Certified Trainers. During a 12-day training session (or a 5-day and a 7-day session) certified trainers train local observers to collect observation data and train local student teachers and teachers to conduct seminars. LTICS trainers are

available in 15 states. LTICS is designed for use with low-income, culturally diverse populations in school districts located near teacher preparation colleges. The National Diffusion Network has approved the program for dissemination to all inner-city students in grades pre-K-12. Evaluation studies indicate that 80 percent of student teachers who graduate from the Houston Teaching Academy chose to teach in schools serving diverse populations. Studies also indicate that student teachers demonstrate improved interactive instruction, organization, and behavior management skills. Students served by the Houston Teaching Academy have achieved increasingly higher scores on achievement tests each year. Those interested in adopting the program are required either to hire an LTICS Certified Trainer or send local personnel for training to become a Certified Trainer. Information about LTICS Trainers is available through the LTICS office.

National S.E.E.D. Project on Inclusive Curriculum: Seeking Educational Equity and Diversity
Wellesley, MA

For more information about the program or to obtain an application for summer workshops, contact:
Wellesley College Center for Research on Women
106 Central St.
Wellesley, MA 02181
(617) 283-2520
FAX: (617) 283-2504; or
Emily Style
286 Meeker St.
South Orange, NJ 07079
(201) 763-6378
FAX: (201) 763-5670

Since 1987 the National S.E.E.D. Project has been establishing teacher-led faculty development seminars in public and private schools throughout the United States and in English-speaking international schools. To date, over 300 teachers have led seminars in 32 U.S. states and Thailand, Hong Kong, Indonesia, Malaysia, the Philippines, Singapore, Taiwan, Japan, Canada, and China. More than 5,000 educators have participated in S.E.E.D. seminars to date. A weeklong S.E.E.D. Summer Leaders' Workshop prepares school teachers to hold yearlong reading groups with other teachers to discuss strategies for making school curricula gender-fair and multicultural. At the Summer Workshop, educators:

- Meet with over 35 other new S.E.E.D. leaders from around the country.
- Receive over a dozen books and many pages of duplicated materials that serve as a core resource library for the seminar.
- View 10-15 videos and films.
- Meet and talk with a number of experienced S.E.E.D. seminar leaders.
- Experience and discuss the emotional and intellectual dynamics of leading seminars on multicultural pedagogy, curriculum, and institutional change.
- Hear presentations from the program's directors, Emily Style and Peggy McIntosh.
- Visit multicultural consultants from schools and colleges around the country.

S.E.E.D. reading and discussion groups meet monthly during the school year for three hours at a time. Groups include 10 to 20 teachers from all subject areas and from one or more public and private schools. Each group is coordinated by one or two educators who have attended the Summer Leaders' Workshop.

Resources include books, articles, films, fiction, poetry, and other materials designed to foster participants' *systemic* understanding of gender, race, and class relations. Project developers feel that systemic perspectives are essential to transforming curriculum within and across disciplines. Leaders facilitate discussions about new scholarship, teaching methods, curriculum, and school climates. Group participants discuss the following questions: How can curriculum and pedagogy be made both gender fair and multicultural? And how can curriculum and teaching methods provide, in the metaphors of Emily Style, both *windows* into others' experiences and *mirrors* of each student's own reality and validity?

Once started, many S.E.E.D. discussion groups continue to meet for years. Such discussion has led to a network of local and international teachers and school administrators engaged in curriculum transformation and inclusive teaching practices.

Throughout the school year, S.E.E.D. leaders can:

- Correspond and consult with project codirectors and other leaders.
- Receive and contribute to three newsletters which link leaders each year.
- Borrow videos from the National S.E.E.D. video collection.
- Borrow books from the Wellesley Center loan collection.
- Participate in other S.E.E.D.-sponsored meetings and projects.

The National S.E.E.D. Project is based at Wellesley College Center for Research on Women, where S.E.E.D. project director Peggy McIntosh serves as an associate director. The first state branch of the S.E.E.D Project is located in Minnesota and has been in operation since 1990. Experienced S.E.E.D. leader and former Minnesota Teacher of the Year Cathy Nelson serves as director. The New Jersey branch of the S.E.E.D. project is now in its second year of operation under the leadership of Emily Style.

SPARCS (Solving Problems & Revitalizing Curriculum in Science)
Omaha, NE

Dr. Elizabeth Kean
University of Nebraska
118 Henzlik Hall
Lincoln, NE 68588
(402) 554-2428

SPARCS (Solving Problems & Revitalizing Curriculum in Science) began in 1989 as a partnership between the University at Nebraska-Lincoln and the science teachers and administrators of Omaha Public Schools. The program provides two- and four-week summer workshops and ongoing support systems. Some financial support for the program has been provided through Eisenhower funds and the National Science Foundation's Teacher Enhancement Program. As of May 1994, 65 percent of Omaha's 130 public school science teachers had participated in the SPARCS program. During summer workshops, teachers and university personnel develop strategies for creating multicultural classrooms that provide students with:

- Science instruction that is relevant to their lives and culture.
- Interdisciplinary curriculum and instruction.
- Problem-solving activities.
- Opportunities to work collaboratively in the development of high-quality performances.

Teachers serve as coaches and mentors and hold the expectation that all students can learn. Through collaborative, action research, university personnel and teachers have developed strategies for meeting the above goals, increasing students' scientific knowledge and understanding, and providing access to scientific careers. Workshop activities relate to three main goals: improving cross-cultural interactions; promoting collaborative learning; and constructing alternative curricular approaches to teaching science, including the use of thematic units and problem-solving activities. Although the program is relatively new, teachers have noticed greater student engagement, improved academic performance, better attitudes toward science, and fewer disciplinary problems. In one high school, voluntary enrollment in science classes has risen from 65 percent to 95 percent. The program has garnered much support from university faculty, central office administrators, and public school educators. In the future, program developers hope to seek external funding, increase community support for the program, support peer mentoring, further integrate curriculum across disciplines, and build leadership capacity in a greater number of teachers.

Urban Teacher Education Program (UTEP)
Gary, IN

Dr. Charlotte Reed
Indiana University Northwest
3400 Broadway
Sycamore Hall, 217
Gary, IN 46408
(219) 980-6889
FAX: (219) 980-6846

Urban Teacher Education Program (UTEP) is designed to prepare teachers to work with diverse student populations and deal with the complex social situations associated with working in urban school settings. It offers students the opportunity to work closely with classroom teachers and university professors in the final two years of preservice preparation for teaching. The program also provides a path to certification for graduates holding noneducation degrees. UTEP is a school district and university consortium that includes Indiana University Northwest; the East Chicago Public Schools and East Chicago Federation of Teachers; the Gary Community School Corporation and Gary Teachers Union; and the School City of Hammond and the Hammond Teachers' Federation. The program started in 1988 following planning by the schools, university, business sector, and community. Funding is provided by Lilly Endowment, Inc.; the Indiana General Assembly; and the four cooperating educational institutions. Three schools—one in each district and at each level—serve as Professional Development Centers (PDCs). These exemplary schools provide preservice teacher preparation as well as professional development for school personnel. PDCs include Franklin Elementary School, a recognized effective school in Gary; Eggers Middle School, a national exemplary school in Hammond; and Central High School, a consolidated school in East Chicago. Lincoln Elementary School in East Chicago and Horace Mann High School in Gary serve as associate sites. UTEP is one of few teacher preparation programs in the country that:

- Involves classroom teachers and university faculty working in instructional teams as coinstructors and coresearchers.
- Prepares students over a two-year period in professional development schools under the close supervision of the instructional teams.
- Is testing the effectiveness of the professional development school as a means of improving schools and teaching practice in urban settings.
- Involves parents and other community members in program decisionmaking and development.
- Is governed by a partnership of teachers unions, school districts, and university and community leaders in the private and public sectors.

School Initiatives

*Below is a listing of whole school efforts to adapt school climate, structure, and policy and curricular and instructional programs to the needs of **all** students.*

Columbine Elementary

Longmont, CO

Alice LaLiberty
Columbine Elementary
111 Longs Peak Ave.
Longmont, CO 80501
(303) 776-2840
FAX: (303) 651-3066

Since 1990, Alice LaLiberty, a bilingual teacher, has provided joint instruction to her English- and Spanish-speaking students. LaLiberty began implementing a long-term writing process based on an approach developed by Olivier Dunrea. Teaching occurs in English and Spanish and both English- and Spanish-speaking students take an active interest in communicating in both languages. At the beginning of the school year, students develop a list of experiences that serve as a pool of topics for later writing projects. Students are instructed about the writing process through a series of mini-lessons focusing on structure, style, grammar, writing techniques, characteristics of well-written stories, and techniques for conferencing effectively with other students, which include listening, sharing, and giving good feedback. A corner of LaLiberty's classroom functions as a publishing center, where students can illustrate and bind the stories they write.

LaLiberty views parents as the child's first and most important teachers; therefore, she strives to engage parents actively in their education. Parents volunteer in the classroom and LaLiberty sends children home with writing assignments for parents to edit. LaLiberty suggests that students read their stories to parents who have difficulty with reading to elicit feedback and suggestions.

Multicultural education researcher Maria de la Luz Reyes spent two years observing LaLiberty's classroom. (For a description of the study, see de la Luz Reyes, M., & LaLiberty, E.A. (1992), A teacher's 'Pied Piper' effect on young authors. *Education and Urban Society, 24*(2), 263-278). Students exhibit extreme enthusiasm for writing and eagerly volunteer for the classroom "sharing time" that occurs twice weekly. Standardized test scores have risen for students instructed in this writing approach and two of LaLiberty's students recently received first and second place writing awards from the Colorado Association of Bilingual Education. Their entries will compete for recognition by the National Association of Bilingual Education. Other teachers in LaLiberty's building are using her approach to writing instruction. LaLiberty provides workshops to those interested in using her technique.

Family And Child Education (FACE)- Takini School
Howes, SD

Linda Hunter
FACE Coordinator
Takini School
P.O. Box 168
Howes, SD 57748
(605) 538-4399

Family and Child Education (FACE) is an integrative services program for American Indian families. It is funded by the Bureau of Indian Affairs/Office of Indian Education Programs and is based on Missouri's Parents as Teachers program and Kentucky's Parent and Child model. The program was adapted by the National Center for Family Literacy and the High/Scope early childhood curriculum. FACE reflects the cultural traditions and values of the Sioux. Ninety percent of the teachers are American Indian, are familiar with the community, and use students' culture and experiences to enhance learning. Adults involved with the school also examine traditional values and family structure to determine how to balance these cultural values with the circumstances of contemporary society. Program components include early childhood education, parenting skills, parent and child interactive time (PACTime), adult education, referrals, and screening. Language is an integral part of early childhood education and community activities.

The program is geared to meet the needs of children from birth to age five and reaches over 60 families. Typically, in the center-based setting (school site), parents and children go to school together on the school bus. Children go on to an active, developmental learning environment based on the High/Scope curriculum, while parents attend classes about child development, life skills, skills development, GED preparation, study skills, and self-esteem enhancement. Parents also study the history and importance of the land and their connection to it. Additionally, parents also design an activity to share with their children during PACTime.

Hans Christian Andersen Schools of Many Voices, Multicultural Laboratory Demonstration Site
Minneapolis, MN

Ms. Vicki Sommers
Preservice and Inservice Coordinator *or*
Dr. Barbara Shin
Administrator for the Multicultural Laboratory Demonstration Site
Hans Christian Andersen School
2727 10th Ave. S.
Minneapolis, MN 55407
(612) 627-2287
FAX: (612) 627-3146

In 1989, Hans Christian Andersen Schools were designated as the Multicultural Gender-Fair Laboratory Demonstration Site for the Minneapolis Public Schools by the superintendent and the Board of Education. The schools also serve as the site for the district's American Indian Program. The site, known as the "Schools of Many Voices," is located in South Minneapolis and serves approximately 1,700 students and their families.

The superintendent's charge to school staff was to "design a laboratory school which will be a model demonstration site for the implementation of exemplary multicultural gender fair instructional practices and curriculum." The premise of school developers is that if schooling is multicultural and gender fair (MCGF) all students will achieve at higher levels, have good cross-race, culture, and gender relationships, and function well in a culturally diverse community, nation, and world. A Multicultural Planning Council spent a year developing a conceptual model for education that is multicultural, an implementation plan, and a document outlining the planning process. The Council also established the first Multicultural Summer Curriculum Laboratory conducted by teachers on site. Council members included staff and administration from Andersen's five programs; parents and students; representatives

from area colleges and preservice education programs; and representatives from community, state, and local agencies. Reflecting the diversity of the community, Council membership included African Americans, Asian Americans, American Indians, European Americans, and Latinos.

Implementation of the Council's plan began during the 1990-1991 school year under the guidance of an Advisory Council. The site houses three separate schools and a total of five programs that demonstrate multicultural and gender-fair education:

- *The Contemporary School at Andersen*: This school serves 600 third through sixth graders. The school is characterized by self-contained classrooms.
- *The Open School at Andersen*: Serving 1,000 K-8 children, this school is characterized by open classrooms, team teaching, and options that allow students to choose topics of learning.
- *The Special Education School at Andersen*: This school serves 100 K-6 students. Students are schooled with the expectation that they will return to mainstream educational programs.
- *The Community Education Program*: This program serves both children and adults in Andersen's diverse community.
- *The Early Childhood and Family Education and EvenStart Programs*: These programs bring a strong family component to Andersen by serving preschool children and their families.

A variety of preservice and inservice professional development opportunities, customized for individuals, small groups, and whole school staffs, are available at the site as well as several models of schooling. Experimentation across the schools' specialized programs is common. Visitors to the schools may watch lessons or meet with staff members. Two publications outlining the work of the Planning Council and Advisory Council may be purchased from the Anderson Schools of Many Voices.

Hollinger Elementary School
Tucson, AZ

Maria Patterson
Principal
Hollinger Elementary
150 Ajo Way
Tucson, AZ 85713
(602) 617-6750

Hollinger Elementary's full-maintenance bilingual education approach provides reading and writing instruction in both Spanish and English for all students. All students and teachers are bilingual. In the primary grades, instruction is conducted in the native language in conjunction with a formal second language acquisition program. A whole-language, literature-based approach provides a strong foundation for reading instruction. Hollinger has an extensive collection of literature in Spanish and other culture-specific curriculum materials.

Hands-on experiences, extensive use of manipulatives, and cooperative grouping techniques are emphasized in mathematics and science instruction, and textbooks are rarely used. A bilingual computer lab offers students opportunities for computer-assisted instruction in both Spanish and English.

Hollinger participates in the Funds of Knowledge Home Visit Program, in partnership with the University of Arizona faculty, including Luis Moll and Norma Gonzalez, prominent researchers in multicultural education. Monthly home visits with students' families provide educators with insights and knowledge into students' lives. This information is used to support instruction in the classroom and to develop lessons based on the students' culture and knowledge base. Staff receive training in the observation of household interaction, based on research in anthropology and education. The goal is for each student to be visited three times during his or her school career.

A family support program offers ESL and computer classes for parents. The CE Rose Wellness Center serves two to three school districts throughout Tucson. The Center offers medical services provided by a nurse practitioner who rotates between school districts. Families can obtain immunizations, primary and prenatal care, counseling, and referrals. A clothing bank as well as adult education and parenting classes are also available. In addition, the Center provides an extended school year program, immigration services, resume services, and a mother/daughter program.

Approximately 800 students attend Hollinger Elementary School. Ninety-eight percent are Mexican American and approximately 20 students are either African American, American Indian, Cuban, or Honduran.

Jefferson Institute for Multicultural and International Education
Eugene, OR

Robert Bolden
Principal
Jefferson Institute for Multicultural & International Education
1650 W. 22nd
Eugene, OR 97405
(503) 687-3221
FAX: (503) 683-4370

Jefferson became one of the nation's first "racism-free zones" about five years ago through a student-initiated effort. Both students and teachers receive training on cultural awareness/understanding and racism. Advisors introduce the concept of a racism-free zone to students at the beginning of each year. Students have taken a prominent role in promoting respect and understanding among different races and cultures.

Jefferson students are trained in peer conflict management in order to serve as peer mediators. Fifteen students in each grade level are peer mediators, with seventh and eighth graders also serving as peer counselors.

Issues of student diversity are addressed throughout school curriculum, instruction, assessment, and programs at Jefferson. A whole language, literature-based approach to reading is used to support and enhance the multicultural and global concepts reinforced throughout the curriculum. Students write daily in journals, in which they reflect upon the literature they have read. Students are encouraged to develop their oral language skills through multicultural storytelling, dramatizations of multicultural literature, oral reports, and discussion groups. Computers and other technologies are an integral part of classroom instruction.

The multicultural and international focus officially began in 1992 in sixth-grade classes. The program is being refined at the seventh- and eighth-grade levels. In the sixth grade, language arts, reading, and social studies are taught in one three-period block of time in self-contained classrooms, as are mathematics and science. Students learn about the geography, cultures, history, and current issues and problems of Africa, Asia, Europe, and South and Central America, and about the perspectives and contributions of African Americans, Asian Americans, European Americans, Native Americans, and Latinos. Training and materials from Project REACH (Respecting Ethnic and Cultural Heritage) are used to teach students about culture and respect for cultural diversity.

Of Jefferson's 500 students, 80 percent are European American and 20 percent are African American, Asian American, American Indian, and Latino. Jefferson staff reflect the ethnic and racial makeup of the student body.

Kanoon Magnet School
Chicago, IL

Diana Azcoitia
Principal
Kanoon Magnet School
2233 S. Kedzie
Chicago, IL 60623
(312) 534-1736
FAX: (312) 534-1740

Kanoon Magnet School is a two-way, bilingual school that offers opportunities for English-proficient students and Spanish-proficient students to gain knowledge in a language other than their own. Classes take place in 27 classrooms—three classrooms of each grade. Teachers and students have one period each day called "specials," which serves as a preparation period for teachers and an integration time for students. During "specials," Spanish-proficient and English-proficient students, heterogeneously grouped by age without regard to ability, take art, music, and physical education classes. Students also learn about other cultures and the history of other nations through the international studies program, which is taught in both Spanish and English. Ninety percent of Kanoon's teachers are bilingual. The student population is 86 percent Hispanic, 7 percent nonminority, and 7 percent African American.

King Drive Elementary School
Milwaukee, WI

Josephine Mosely
Principal
King Drive Elementary School
3275 N. Third St.
Milwaukee, WI 53212
(414) 562-4174

King Drive Elementary School is an African American Immersion School that serves 562 pre-K-5 students in inner-city Milwaukee. The school strives to improve math and language arts test scores, develop students' basic and critical thinking skills, foster positive self-images in students, enhance students' social competencies, and develop students' sense of self-determination. Instruction is infused with African American content.

Instructional approaches are designed to accommodate differences in students' learning styles. Younger children cook, perform skits, and use computers. Students also engage in activities designed to build their self-esteem and help them resolve conflicts.

Planning is done by teacher teams during the school day while students are taught by full-time art, music, and physical education specialists. Teachers participate in a great deal of staff development activities to enhance their cultural competency and knowledge. Teachers are also required to make 36 home visits a year.

La Escuela Fratney
Milwaukee, WI

Carol Schmuhl
Principal
3255 N. Fratney St.
Milwaukee, WI 53212
(414) 264-4840

La Escuela Fratney was established in 1988 through a grassroots neighborhood effort. As the only two-way bilingual school in Wisconsin, La Escuela Fratney provides students with an opportunity to become proficient in both English and Spanish. **All** students are taught in both English and Spanish. There are two bilingual teachers for each class. The school operates on a multicultural, antiracist philosophy. Educators at La Escuela Fratney emphasize social responsibility and respect for all people. La Escuela Fratney is organized around four school themes:

- We Respect Ourselves and Our World: This theme emphasizes the importance of respecting our own and others' needs; all students have a cultural heritage.
- We Send Messages When We Communicate: This theme emphasizes the nature and importance of communication—communication is two-way, takes many forms, and can perpetuate stereotypes through cartoons, books, magazines, and television.
- We Can Make a Difference on Planet Earth: This theme emphasizes the contributions that various races and women have made in the past and the power we all have to shape the future.
- We Share Stories of the World: This theme encourages the use of stories in learning about others' culture and history.

Instructional practices focus on cooperative learning, whole language instruction, democratic discipline, and critical thinking. Educators at La Escuela Fratney use a child-centered, hands-on approach to teaching. Students develop projects and engage in problem-solving activities. Portfolio assessment is used to evaluate students' progress.

Parents are active participants in students' education. Parent representatives who reflect the diversity of the community serve on the school's management council. With a voice in curriculum and policy decisions, parents are an important resource at Fratney. Many parents also help with fundraising activities and volunteer in classrooms. La Escuela Fratney serves a diverse student population. Most students at the school are Latino, but there are also students of European American and African American heritage.

Paul Robeson African-Centered Academy
Detroit, MI

Ray C. Johnson
Principal
Paul Robeson Academy
2701 Finkell
Detroit, MI 48238
(313) 494-8100

At the Paul Robeson African-Centered Academy, each school day opens with the Harambee ceremony in the tradition of West Africa. During Harambee, meaning "pulling together," students assemble in the "Great Hall" and give affirmations, participate in meditations, and recite the "Setting Sun," an African call and response poem that gives students an opportunity to express personal gratitude for the things that are important to them. Students also recite the Nguzo Saba, or seven principles, of Harambee in ritual and ceremony. More than 1,300 visitors from all over the world have been welcomed to the Academy in the Harambee ceremony.

The Academy serves students from preschool through sixth grade. The Paul Robeson African-Centered Academy, like other African-centered programs in Atlanta; Washington, D.C.; Baltimore; Seattle; Minneapolis; Cleveland; and other cities, provides education that is multicultural and African centered. Instruction and curriculum in the areas of literature, history, math, science, and other subject areas integrate the perspectives and contributions of various cultural and ethnic groups, in particular African Americans. As early as preschool, students receive language education in Swahili, French, and Spanish. The school's cultural exchange program attracts Irish, Hmong, Latino, Japanese, American Indian, and Middle Eastern students to the school. Academy students can visit Africa, Europe, and South America through the school's travel program. The school also operates an instructional foreign language radio program. Students provide their peers in nearby schools with instruction and assistance in learning Swahili.

A resident African scholar on the staff of the *Detroit News* comes to the school twice a week to conduct programs and tell stories to all students. In addition, computer-based instruction, team teaching, peer counseling, and parent involvement provide support to students' learning. An extended day and Saturday program offer instruction in advanced math and science and foreign languages, and provide family counseling, early childhood services, and sports programs.

A mentorship program pairs men and women from businesses and the community with individual students and groups of students. Male students participate in the "Man to Man" mentorship program and female students in the "Sisters" mentorship program. This year, over 600 mentors will provide support and guidance to students at the Academy and various feeder schools and neighborhood schools.

Teachers participate in ongoing staff development. In partnership with Oakland University, a reading specialist meets with teachers twice a week. The Academy's staff includes persons from Japan, Benin, and the Ivory Coast. Approximately 570 African American students attend Paul Robeson Academy. Demand to attend the Academy is high; an average of 3,000 applicants apply to the Academy each year. In fall 1995, the Academy will open one of the nation's first elementary boarding schools on 22 acres of land.

St. Joseph's Indian School
Chamberlain, SD

Mary Jones
St. Joseph's Indian School
P.O. Box 89 N. Main
Chamberlain, SD 57325
(605) 734-3300
FAX: (605) 734-3468

St. Joseph's Indian School is a religious, educational, nonprofit organization founded by the Congregation of the Priests of the Sacred Heart, Inc., a South Dakota corporation. St. Joseph's Indian School is funded by voluntary donations. The school has served the Lakota people since 1923. The school officially opened its doors in 1927 and continues to foster the spiritual, educational, physical, and personal growth of Lakota children of all religious persuasions. As a residential school, it educates children in grades 1-8 and provides housing and assistance to Lakota high school and college students. The curriculum department at St. Joseph's, in conjunction with the Akta Lakota Museum, has developed a program, Tohancika Oyate Wicaho, designed to enrich the spirituality and cultural knowledge and understanding of students in grades 1-8 through a hands-on, active curriculum that presents authentic and accurate information and experience. The program is based on the following concepts:

- Tohancika . . . the past, the present, and the future . . . forever . . . the circle in which all of time lives . . .
- Oyate . . . all the People that have come before, the People here now, and the People that will follow . . . the circle in which all the People live
- Wicaho . . . voices . . . stories . . . lessons . . . ceremonies . . . the circle in which all traditions live . . .

The Akta Lakota Museum, located on the grounds of the school, is an integral component in the use of the curriculum. Each grade level has a unit based on a story from Lakota and Dakota Animal Wisdom Stories compiled and illustrated by Mark W. McGinnis. The stories enable students to explore the interconnectedness of animals and humans in many aspects of everyday life. The use of animals in the stories provide a view of human characteristics that are sometimes difficult to identify in ourselves, but easy to see in others. The themes of the stories reflect timeless issues faced by generations of children and adults as they experience life. It is hoped that the stories will enable children to listen to, practice, and experience the oral tradition of storytelling and its importance to the culture of Lakota/Dakota/Nakota people; explore the historical and contemporary themes represented in the stories through learning activities; further develop Lakota/Dakota language skills; and connect and apply the activities and discussions associated with the stories to their own lives in a meaningful way. After reading the story and working through activities in the classroom, students visit the Learning Lab at Akta Lakota for a close-up tour of artifacts and contemporary items that apply to the story being studied in class. At the museum, students receive a detailed, grade-appropriate explanation of a specific display and participate in a hands-on activity in the Learning Lab. Classroom activities build on the story and information from the museum. The curriculum encourages students to use their critical and creative thinking skills to make the connection between what is learned in class and how it applies to life.

Valley Center Bilingual Education Program

Valley, CA

Olivia Leschick
Valley Center Union School District
28751 Cole Grade Rd.
Valley Center, CA 92082
(619) 749-0464
FAX: (619) 749-1208

The Valley Center Bilingual Education Program reflects the district's belief that biliteracy is both desirable and attainable. The rationale for Valley Center's two-way bilingual program is based on the latest research of authors such as Ramirez, Cummins, Lambert, and Krashen. The program is based on studies of immersion education and the five principles outlined in the *Theoretical Framework for Bilingual Education* published by the California State Department of Education. The program started in the early 1980s.

The program is largely based on research that reveals that students' development in a second language will be determined by their development in their first language. In grades K-3, students learn reading/language arts and math in their primary language. In fourth grade, students formally make the transition into their second language in the reading/language area. Content area instruction in grades 4-6 is taught on an alternating weeks or lessons basis. By fifth grade, students are expected to be able to handle the complete curriculum in both their primary and secondary languages. At this point, the curriculum is taught completely on an alternating basis. Seventh- and eighth-grade course offerings include Bilingual Language Arts, Bilingual Social Studies, Bilingual Science, and Spanish for Bilingual Students.

In addition, each classroom in grades K-6 provides 20 to 30 minutes of second language development. Teachers use voice intonations, gestures, manipulatives, and visual aids to teach concepts. Over 785 students, or approximately 30 percent of the district's total student population, participate in the Valley Center Bilingual Education Program from kindergarten through eighth grade. As of 1994, there were 37 bilingual teachers. Of this group, all but eight possessed a bilingual teaching credential, and the others were in the process of training for theirs.

Students are placed in the bilingual program by parent consent as English Learners (EL) or if they are unable to meet the district's standards for redesignation from EL to fluent English proficient (FEP). Over 95 percent of all EL students are Spanish speaking. Spanish Learners (SL) are also enrolled in the program by parent consent. Most SL students may enter the program without additional preparation up through second grade. After third grade, late entry SL students may need additional support for Spanish language development. In the past, the district has offered an after-school and/or summer school program in Spanish as a second language to facilitate late students' entry into the program.

Curricular and Instructional Programs and Practices

The following entries reflect curricular approaches and instructional programs designed to increase knowledge and understanding of the history, experiences, and perspectives of diverse groups. These programs provide a cultural context for educating all students.

Americans All

Washington, DC

Americans All National Office
5760 Sunnyside Ave.
Beltsville, MD 20705
(301) 982-5622
FAX: (301) 982-5628

Americans All is a school- and community-based, national, nonprofit education program that reinforces and promotes the ideals of diversity and democracy. Seven years of program development, including four years of successful implementation experience, have proven that the Americans All program fills a critical need for historically accurate and inclusive classroom materials in today's education restructuring movements. The program provides teachers, students, parents, and community volunteers with comparative historical immigration/migration information (forced and voluntary) about Native Americans, Africans, Asians, Europeans, Mexicans, and Puerto Ricans. The program curriculum is interdisciplinary and encompasses history, social studies, geography, civics, reading, and writing. Americans All is designed to help educators increase students' interest in learning; elevate student achievement; combat racial stereotypes; enhance students' self-esteem; develop students' critical and creative thinking skills; and foster students' employability, citizenship, and civic responsibility.

Curriculum materials, developed for grades K-12 and the college level, include a teacher's manual, grade-specific teacher guides, inservice training video, historical books, personal stories, bibliographies, blackline teaching aids, photographs, slides, posters, drawings, maps, music cassettes, and art. Program coordinators sponsor an intensive teacher training and support program in which participants gain hands-on practice and immediate peer feedback on innovative methods and resources. There are over 600 sites and pilot sites throughout the nation. A brochure and program evaluation materials are available.

EQUITY 2000

TX, WI, TN, MD, RI, CA

Vinetta Jones
National Director
EQUITY 2000
The College Board
45 Columbus Ave.
New York, NY 10023-6992
(212) 713-8268
FAX: (212) 713-8293

Equity 2000 is a districtwide school-reform model that represents a commitment to institutionalized change in the nation's schools. In an effort to close the gap in success rates between minority and nonminority, disadvantaged and advantaged students, this model emphasizes academic excellence for all students and strives to provide every student with the opportunity to achieve high standards of academic achievement. The program started in Fort Worth, Texas, in the summer of 1990. As of 1995, EQUITY 2000 is being implemented in six sites: Fort Worth, Texas; Milwaukee, Wisconsin; Nashville, Tennessee; Prince George's County, Maryland; Providence, Rhode Island; and San Jose, California. A total of 14 school districts, over 600 schools, more than 3,500 math teachers, 750 guidance counselors, and 850

principals are involved in the program, which will affect over 500,000 students throughout the nation. Vinetta Jones serves as the national director of the program. A site coordinator is responsible for day-to-day management of local activities. A College Board regional executive director oversees implementation of the program goals. A school system superintendent is a primary partner in the organizational structure, coordination, and implementation of the program. In addition, the program receives advice from four advisory committees: the National Mathematics Committee, the National Guidance Counselor Committee, the National Evaluation Committee, and the National Advisory Commission. The goals of the program are to:

- Eliminate tracking.
- Strengthen academic preparation at middle and high school levels by requiring algebra and geometry of all students completing the tenth grade.
- Raise teachers' and guidance counselors' expectations of students and provide them with inservice training in working successfully with diverse groups of students.
- Enhance student motivation with information and services on career and college preparation.
- Disseminate results and encourage replication through research, evaluation, and a national advocacy campaign.

Inservice training is provided for all eighth-, ninth-, and tenth-grade mathematics teachers; middle and high school guidance counselors; and school principals. The program is arranged into the Academic Module, the Guidance Counseling/Community Module, and the Research/Evaluation Module. *The Academic Module* includes Mathematics Teacher Training Summer Institutes with follow-up mini-workshops throughout the school year and teacher planning sessions. Students can participate in Saturday Academy Sessions, Summer Scholars Programs, Math/Science Fairs, and Leadership Camps.

The Guidance Counseling/Community Module includes Training Institutes with follow-up mini-workshops and guidance counselor planning sessions. Resource Centers provide students and parents with materials on college admissions and financial aid and career awareness materials.

Both the *Academic* and *Guidance Counseling/Community Module* cultivate strong parent and community involvement through mentorships, the use of role model speakers, and field trips. The academic and guidance modules are supported by a national campaign to foster the expansion of EQUITY 2000. In addition, the College Board will, through its consensus building and forum functions, link other organizations and ongoing activities that attempt to overcome obstacles to educational and academic equity.

The Research/Evaluation Module identifies and describes aspects of the EQUITY 2000 program that can be replicated at other sites. An evaluation study will define and measure success in the following areas: program implementation; student and parental attitudes toward college; student achievement; teachers' skills, attitudes, and expectations; college participation outcomes; indications of systemic change; and evidence of institutionalization of the reform model.

Facing History and Ourselves

Chicago, IL; Brookline, MA; Memphis, TN

Barbara Baldini *or*
Marc Skvirsky
222 N. LaSalle, Ste. 1414
Chicago, IL 60601
(312) 726-4500
Facing History & Ourselves
National Foundation, Inc.
16 Hurd Rd.
Brookline, MA 02146-6919
(617) 232-1595
FAX: (617) 232-0281

Founded in 1976, Facing History and Ourselves is a national nonprofit organization that offers educators an innovative, interdisciplinary approach to the teaching of citizenship. It is an approach that connects history to the day-to-day experiences of students by revealing the way violence and hate can destroy a society. The approach helps students discover that individuals can make a difference by examining how the decisions of ordinary people, little by little, shape an age and ultimately a history itself. Educators become familiar with Facing History's approach by experiencing it at workshops and institutes. There, they encounter a model that helps students move from thought to judgement to participation by confronting the moral questions inherent in a rigorous examination of a particular history—the history of the decisions that undermined democracy in Weimar, Germany, and ultimately resulted in the Holocaust. It is a model that uses the methods of the humanities—inquiry, analysis, and interpretation—to help students examine the complexities of history and understand how the past relates to their own lives.

The nonprofit organization offers a variety of follow-up programs for educators who become a part of the Facing History network, including seminars, afternoon workshops, conferences, and adult education courses. Many teachers also meet individually with staff to learn how to incorporate the Facing History approach into their instruction. In addition, Facing History's Resource Center provides educators nationwide with speakers and a lending library of relevant books, periodicals, and videos. Facing History keeps its programs timely and relevant through ongoing research on history and ethics. The staff has produced the following major publications: *Facing History and Ourselves: Holocaust and Human Behavior*, *Choosing to Participate*, and *Elements of Time*.

Facing History and Ourselves, a member of the National Diffusion Network, reaches nearly half a million students annually. The U.S. Department of Education has recognized Facing History as an exemplary program.

Foxfire
Rabun Gap, GA

Bobby Ann Starnes
President & Executive Director
Foxfire
P.O. Box 541
Mountain City, GA 30562
(706) 746-5828

Through this 30-year-old program, students around the country engage in an educational approach that is student-centered, experiential, and connected to the community outside the classroom. It began in 1966 when north Georgia high school students published the first edition of the quarterly *Foxfire* magazine. In 1972, Doubleday published an anthology of articles from the magazine. As of 1994, there were a total of ten volumes of *Foxfire* and six other published books. Over eight million copies of the books have been sold.

The Foxfire approach to teaching is based on principles articulated by John Dewey that emphasize learning by doing and real and meaningful interaction between students and community members. A full-time staff of 10, and 16 coordinators of the national teacher networks, run the program. Foxfire's Board of Directors oversees the project, and a National Board provides advice and assistance. A local Community Board composed of former Foxfire students, parents of current students, and community members provides support and guidance relevant to program implementation in Rabun County.

A major grant from the Bingham Trust permitted wider dissemination of the program, which currently has 20 teacher networks and initiatives throughout the nation, as well as in its home, Rabun County. Since the program's inception, over 4,000 teachers have taken introductory and advanced Foxfire courses at 30 colleges, universities, and education agencies. Each network also offers graduate-level Foxfire courses for practicing teachers, K-12, through local colleges and universities, or professional development programs sponsored by school districts or education agencies. The courses are taught by coordinators and teachers from several networks. Instructors model the Foxfire approach in one- to two-week courses during the summer, with follow-up during the school year. Foxfire networks provide ongoing support for course graduates. Networks vary, but may provide support in the form of periodic meetings; newsletters; collegial visits; informal gatherings; telephone calls; and professional development opportunities such as seminars, workshops, and publishing.

Foxfire also produces an outreach publication entitled *Hands On*, a journal for teachers that provides support, information, and professional development opportunities. In *Hands On*, teacher-researchers share their knowledge of and experiences with new approaches to teaching. Foxfire also maintains connections with educational groups involved in related work, such as the Coalition of Essential Schools; the Institute for Democracy in Education; the National Center for Restructuring Education, Schools, and Teaching; the Georgia Partnership for Excellence in Education; and the Program for School Improvement. The program is being implemented at the elementary, middle, and high school level. An urban Foxfire initiative has developed involving teachers in about a dozen urban settings around the country. Preservice Foxfire teacher training for undergraduates is developing at several universities.

Funds of Knowledge Home Visit Program
Tucson, AZ

Dr. Luis Moll
University of Arizona
Tucson, AZ
(602) 621-1311 or
(602) 621-1291
FAX: (602) 621-1853

The "Funds of Knowledge" concept holds that students' households are rich in social and intellectual resources. In the Funds of Knowledge Home Visit Program conducted by Luis Moll and Norma Gonzalez from the University of Arizona, teachers spend time observing their students' families and develop curriculum based on the skills and competencies that families can bring to the school-based educational experience. In Tucson, Arizona, Ina Anguilo, a sixth-grade teacher, uses the concept of "funds of knowledge" to inform her curricular and instructional practices. After soliciting input from her students, Ina Anguilo designed a unit on construction. The teacher invited a construction worker from the community to come and speak to students. Students supplemented the construction worker's visits with library research and writings about their findings. Over the semester, 20 people visited Anguilo's classroom to share their "funds of knowledge." Students, teachers, and community members benefited from this approach and gained valuable information. They learned about the use of mathematics in everyday life. Students were able to see people within their social circumstances and obtain a greater understanding of the different capacities that people possess. Teachers can use the "funds of knowledge" approach to gain support and vital resources for instruction by perceiving the community as a source of knowledge. In addition, community members may feel a sense of accomplishment and confidence in their ability to act as a resource for teachers and students.

Kamehameha Elementary Education Program (KEEP)
Honolulu, HI

Virginia Mau
The Kamehameha Journal of Education
Special Projects
Early Education Division
Kamehameha Schools
Bishop Estate
1887 Makuakane St.
Honolulu, HI 96817-1887
(808) 842-8891
FAX: (808) 842-8420

The 22-year-old Kamehameha Elementary Education Program (KEEP) was designed to create a successful language arts program for underachieving Native Hawaiian children. Evaluations by outside researchers indicated increases in student achievement, but the program has been discontinued due to loss of funding. KEEP translated anthropological knowledge into effective educational practice. KEEP developers stressed the importance of cultural compatibility in educating students. The program used students' native culture as a guide to instructional practices. Classroom curriculum and instruction is based on students' cultural and experiential orientations relative to social organization; sociolinguistics, including wait-time, rhythm, and participation structures; cognition, including cognitive ability and cognitive style; and motivation. Language development and contextualized instruction were also important elements of KEEP. Although the program no longer formally exists, the *Kamehameha Journal of Education* is available. The *Journal* features information and strategies for implementing education that is culturally compatible. Topics include Whole Language Instruction, Authentic Assessment, Home Culture Meets School Culture, Becoming a Teacher: The Preservice Education for Teachers of Minorities Program, and the Stanford Achievement Test Controversy.

PROYECTO FUTURO
(Project Future)
Washington, DC

Estrella M. Triana
Project Coordinator
Directorate for Education & Human Resources Programs
American Association for the Advancement of Science
1333 H St., NW
Washington, DC 20005
(202) 326-6670

Proyecto Futuro is a multiyear project of the Directorate for Education and Human Resources Programs (EHR) of the American Association for the Advancement of Science. It is designed to build local capacity for excellence in K-8 mathematics and science education for Hispanic students by working with teachers, principals, school council members, and parents. Proyecto Futuro was developed and implemented initially in eight Chicago K-8 schools with support from the Dwight D. Eisenhower National Program for Mathematics and Science Education of the U.S. Department of Education. Project goals are to:

- Develop and cultivate a coalition of local school councils, principals, teachers, and parents.
- Develop materials that facilitate hands-on/inquiry/problem-solving approaches within the curricular framework mandated by local and state guidelines and that are culturally relevant for Hispanic students.
- Provide training, technical support, and resources to implement instructional strategies that incorporate scientific process skills and culturally related activities.
- Provide parents with specific strategies for encouraging children in mathematics and science.

Proyecto Futuro implemented a series of activities in the Chicago area over a two-year period to build local capacity to:

- Develop hands-on science and mathematics activities that fit local curricular guidelines. Content areas, process skills, and teaching strategies were selected according to criteria provided by the Chicago curricular guidelines, the National Council of Teachers of Mathematics (NCTM) recommendations, and the AAAS Project 2061 goals outlined in *Science for All Americans*.
- Provide training, technical support, and professional education opportunities for a group of lead teachers from each school who provided inservice training for K-8 teachers in their own schools and other area schools.
- Provide materials and equipment for hands-on science and mathematics activities.
- Organize and provide materials for a series of parent nights at local schools and community centers where parents learned how they can encourage and assist their children in science and mathematics studies.

Through these activities and continued technical support, Proyecto Futuro seeks to improve significantly the quantity and quality of K-8 science and mathematics education of Hispanic students in the Chicago area and, through future dissemination, throughout the nation.

A variety of materials are available from the project, including a teacher's manual (including over 30 hands-on science and mathematics activities), a Chicago curriculum links guide, a booklet of profiles of 14 contemporary Hispanic scientists and engineers, booklets and hands-on materials for parents, and a videotape outlining problems and solutions in science and mathematics education for Hispanics. All materials for students and parents are written in both English and Spanish.

SEED (Students Educating Each other about Discrimination)
Ann Arbor, MI

Miguel E. Thornton
Huron High School
2727 Fuller Rd.
Ann Arbor, MI 48105
(313) 994-2061

Not to be confused with the National S.E.E.D. Project on Inclusive Curriculum: Seeking Educational Equity and Diversity, previously listed.

SEED is designed and facilitated by high school students to help sixth-grade students develop a critical consciousness. The goal of this program is to educate sixth-grade students about prejudice and discrimination so that they can be more aware of the world around them. The curriculum for SEED, piloted in 1988 in a fourth-grade classroom at Burns Park Elementary School, has been approved by the Ann Arbor School Board as a part of the sixth-grade curriculum. The curriculum is based, in part, on the curriculum of SGORR (the Student Group on Race Relations Program) in Shaker Heights, Ohio. The facilitator's manual includes a number of Ice Breaker activities and activities increasing students' awareness and discussion of issues related to stereotypes, prejudice, and discrimination. Several districts in Milwaukee are participating in workshops and receiving technical assistance to implement the program. The program is also being replicated in 12 states. Program developers prepare high school students to train practitioners interested in adapting the program for their school or district. Students work with various organizations, including departments of social services. SEED holds three national workshops each year.

Organizations

The following selected listing provides information about organizations that publish written materials, sponsor conferences and workshops, and provide development opportunities related to multicultural education. Each listing includes a description and information on contacting the organization.

Anti-Defamation League (ADL)

New York, NY; Chicago, IL

Anti-Defamation League
823 United Nations Plz.
New York, NY 10017
(212) 490-2525
FAX: (212) 867-0779
In the Chicago area contact:
Anti-Defamation League
309 W. Washington St.
Ste. 750
Chicago, IL 60606
(312) 782-5080
FAX: (312) 782-1142

The Anti-Defamation League (ADL) is a civil rights and human relations organization dedicated to combating anti-Semitism and all forms of bigotry and building positive intergroup relations. Through its network of 28 regional offices, ADL fights hate and promotes harmonious relations between diverse groups. The League is one of the major distributors of human relations materials in the country.

The Anti-Defamation League was established in 1913, and remains steadfast in its original mission: "To stop the defamation of the Jewish people . . . to secure justice and fair treatment to all citizens alike." Through proactive programs including "Confronting Anti-Semitism: A Family Awareness Project," Holocaust education programs, and those implemented by the A WORLD OF DIFFERENCE Institute, ADL focuses on education and promotes respect for diversity.

The Anti-Defamation League exposes activities of extremist groups, files numerous *amicus* briefs before the U.S. Supreme Court, and has designed a hate crime statute, which became the model for legislation passed by more than half the states and was upheld as constitutional by the U.S. Supreme Court.

California Tomorrow

San Francisco, CA

California Tomorrow
Fort Mason Center, Bldg. B
San Francisco, CA 94123
(415) 441-7631

California Tomorrow is a nonprofit organization that seeks to shape educational programs and policies that meet the needs of culturally and linguistically diverse children. California Tomorrow produces publications and reports and offers technical assistance to schools and communities working with diverse populations. California Tomorrow reports focus on the challenges and issues related to creating diverse schools and communities. Publications also feature people and programs that are successfully mediating the challenges of diversity. The organization provides opportunities for teachers and other professionals to come together and share their experiences and perspectives on diversity. The agency provides one-on-one consultation, workshops, staff development training, program evaluations, documentation, and other research to districts, schools, and community-based organizations. California Tomorrow has conducted an extensive Immigrant Students in Public Schools Project that has resulted in four major publications. The organization also produces the *California Tomorrow* magazine and the *California Perspectives* journal. The agency operates a Clearinghouse on Collaborative Services for Diverse Communities, which provides

callers with information about collaborative efforts between schools and family service agencies and information about research materials and policy initiatives related to school-community collaboration. California Tomorrow also conducts research and provides services on school restructuring and curriculum development for a diverse student population.

Center for Applied Linguistics (CAL)
Washington, DC

Center for Applied Linguistics
1118 22nd St., NW
Washington, DC 20037
(202) 429-9292
FAX: (202) 659-5641

The Center for Applied Linguistics (CAL) is a private, nonprofit organization engaged in the study of language and the application of language research to educational, cultural, and social concerns. CAL was established in 1959 and is headquartered in Washington, D.C. CAL operates a regional office in Sarasota, Florida. Through its staff of professionals trained in linguistics, education, psychology, anthropology, and sociology, the Center carries out a wide range of activities including research, analysis and dissemination, curriculum and instructional materials, design and development, teacher training, technical assistance, conference sponsorship, training for multicultural workplaces, and language policy formation. CAL operates the Refugee Service Center, the ERIC Clearinghouse for Languages and Linguistics, and the adjunct ERIC Clearinghouse for ESL Literacy Education. It also serves as a dissemination site for the National Center for Research on Cultural Diversity and Second Language Learning. The Center conducts workshops on a variety of multicultural issues for schools and businesses. Print and video publications related to linguistic and cultural issues are available from the organization.

Multicultural & Gender Equity Library of the College of Education at University of New Mexico
Albuquerque, NM

Multicultural and Gender Equity Library
College of Education
University of New Mexico
Albuquerque, NM 87131
(505) 277-7260
FAX: (505) 277-8427

The Multicultural and Gender Equity Library of the College of Education at the University of New Mexico was started in 1984 to strengthen the college's commitment to diversity, language, and culture. The library has more than 10,000 printed and audiovisual materials related to bilingual and multicultural education. The collection includes materials in 22 American Indian languages that are not even available through the Library of Congress. Topics covered in the library collection include fine arts, language arts, mathematics, science, English as a second language, workplace diversification, gender issues, and related teacher guides and manuals. The library also helps teachers from around the country identify materials to meet their specific educational needs by providing curricula ideas and source information. An extensive bibliography of the library's collection is available for $6 from the Multicultural and Gender Equity Library at the address and number provided.

National Association for Bilingual Education (NABE)

Washington, DC

NABE
1220 L St. N.W., Ste. 605
Washington, DC
20005-4818
(202) 898-1829

The National Association for Bilingual Education, founded in 1975, is a tax-exempt, nonprofit, professional and advocacy association with a national membership. The organization strives to address the educational needs of language-minority Americans. NABE members include parents, early childhood education personnel, elementary and secondary school teachers and administrators, and college professors and university researchers from the fields of bilingual education and English as a second language instruction. NABE works with governmental officials, national educational and ethnic organizations, corporations, local educational agencies, and institutions of higher education. Through research, professional development, and public education and legislative advocacy, the organization pursues the implementation of policies and practices that promote equal educational opportunity for language-minority students and academic excellence for all American students. NABE feels it is the responsibility of public schools to:

- Provide instruction that enables all American students to master English, our common language.
- Provide language minority students with comprehensible instruction in their native language and English so that they can succeed academically while mastering the English language.
- Develop, through academic instruction, the native language skills of non-English background students, and afford all students a meaningful opportunity to become functionally and fluently bilingual.
- Ensure that language-minority parents are involved in the educational and public policy decisions that affect their children.

The organization publishes a newsletter, entitled *NABE News*, eight times a year, as well as the *Bilingual Research Journal* on a quarterly basis. NABE also sponsors an annual conference as well as various local and regional meetings, conferences, and special interest groups.

National Association of Multicultural Education (NAME)

Madison, WI

NAME
Carl Grant
University of Wisconsin at Madison
225 N. Mills
Madison, WI 53705
(608) 263-6586
FAX: (608) 263-9992

After members of the Association of Teacher Educators' Special Interest Group on Multicultural Education discussed the need for a national professional organization with a membership that extended beyond educators in colleges of education, a steering committee was formed with Rose Duhon as its chair. Their 1991 conference marked the beginning of NAME. The nonprofit organization brings together professionals from all academic disciplines and from diverse educational institutions and occupations. Currently, NAME is working to establish a national headquarters. NAME's development is guided by the goals and objectives established by its board of directors. The organization strives to:

- Respect and appreciate cultural diversity.
- Promote understanding of various cultures.
- Promote development of culturally responsible and responsive curricula.
- Facilitate the acquisition of the attitudes, skills, and knowledge necessary to function in various cultures.

- Reduce racism and discrimination in society
- Achieve social, political, economic, and educational equity

NAME hosts an annual conference and publishes *Multicultural Education* magazine.

The National Center for Research on Cultural Diversity & Second Language Learning
Washington, DC

National Center for Research on Cultural Diversity and Second Language Learning
University of California
141 Kerr Hall
Santa Cruz, CA 95064
(408) 459-3500
FAX: (408) 459-3502

Established in 1991 by the Office of Educational Research and Improvement of the U.S. Department of Education, the National Center promotes the intellectual development, literacy, and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people. Housed on the University of California-Santa Cruz campus, the Center is involved in a collaborative partnership with the Linguistic Minority Research Project, a multicampus effort of the University of California and the Center for Applied Linguistics. The Center's work involves a diversity of disciplines, includes participants from throughout the country, and addresses the needs of a variety of language minority groups. The Center's work addresses the following:

- The relationship between first and second language learning, and between cultural and linguistic factors in the achievement of literacy
- Teaching strategies to assist students from diverse cultural backgrounds in gaining access to content material
- Alternative models of assessment for diverse students
- The link between students' background and language and their success in school
- Two-way bilingual education
- Language instruction for children with limited English proficiency

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National MultiCultural Institute (NMCI)
(formerly the International Counseling Center)
Washington, DC

NMCI
3000 Connecticut Ave., NW,
Ste. 438
Washington, DC
20008-2556
(202) 483-0700
FAX: (202) 483-5233

The National MultiCultural Institute (NMCI) is a private, nonprofit organization that was founded in 1983. NMCI strives to improve understanding and respect among people of different racial, ethnic, and cultural backgrounds. As a national training and development organization, NMCI organizes three annual conferences, offers diversity training and consulting, develops educational resource materials, and maintains a multilingual mental health counseling and referral service. The Institute provides training to corporations, government agencies, universities, schools, and nonprofit organizations. Conferences and training courses address the following topics:

- Developing Cultural Awareness
- Managing the Diverse Workforce
- Reducing Bias and Prejudice
- Training Diversity Trainers
- Cross-Cultural Counseling
- Multicultural Education
- Cross-Cultural Conflict Resolution
- Initiating Cross-Cultural Dialogues

REACH is a nonprofit organization committed to systemic social change and the development of schools and communities that value human diversity. The REACH Center provides services to assist schools and communities in strategic planning for quality and diversity and development of K-12 programs that demonstrate a multicultural/global focus.

Elementary and high school programs and training are designed to help teachers infuse multicultural/global concepts into their curricula. Teacher manuals include sample lessons, units, and resources. The program for middle level practitioners, Project REACH, is nationally validated through the Department of Education (OERI—Office of Educational Research and Improvement). The middle school program consists of an American History curriculum that incorporates a multicultural/global perspective. The program enables students to gain an acceptance and appreciation of other students from diverse ethnic and cultural backgrounds.

All REACH programs include a staff development component, and REACH trainers can be found in most regions of the United States.

Brochures and other materials describe available workshop and training services and multimedia resources and curriculum materials for the REACH Center's programs at each grade level.

REACH (Respecting Ethnic and Cultural Heritage) Center for Multicultural and Global Education
Seattle, WA

Colleen Amajuelea
Director of Contracts & Administration
The REACH Center
180 Nickerson St., Ste. 212
Seattle, WA 98109
(206) 284-8584
FAX: (206) 285-2073

In 1985, the Anti-Defamation League (ADL) launched the World of Difference program. In 1992, ADL established the A WORLD OF DIFFERENCE Institute to oversee and create programs that combat prejudice and foster intergroup understanding and communication in the school, the community, the workplace, the campus, and within law enforcement agencies. A WORLD OF DIFFERENCE Institute programs provide practical, experiential, hands-on training, specifically designed to meet the unique needs of each organization. The objectives of A WORLD OF DIFFERENCE Institute are to:

- Provide an understanding of prejudice and discrimination and the harm they inflict upon individuals, communities, and societies.
- Help individuals recognize their own and others' biases and take personal responsibility for combating prejudice and discrimination.
- Challenge the stereotypes and biases that inhibit intergroup understanding.
- Provide techniques and develop strategies to challenge all forms of prejudice and discrimination.
- Equip people with the skills necessary to live and work successfully within a diverse society.
- Identify factors that promote intergroup understanding and successful coalition building.

A WORLD OF DIFFERENCE
New York, NY; Chicago, IL

A WORLD OF DIFFERENCE Institute
Anti-Defamation League
823 United Nations Plz.
New York, NY 10017
(212) 885-7810
FAX: (212) 867-0779
In the Chicago area contact:
Lindsay J. Friedman
Assistant Director of Education
A WORLD OF DIFFERENCE
309 W. Washington St.
Ste. 750
Chicago, IL 60606
(312) 782-5080
FAX: (312) 782-1142

Over 110,000 educators have been trained through the Institute's A CLASSROOM OF DIFFERENCE. A CLASSROOM OF DIFFERENCE training includes on-site workshops on antiprejudice education and diversity-awareness training for teaching staff, administrators, coordinators, support staff, parents and family members, and school boards. The centerpiece of A CLASSROOM OF DIFFERENCE is the Teacher/Student Resource Guide, a volume of curriculum resources for grades K-12 on diversity awareness, anti-prejudice skills, critical thinking skills, and self-esteem enhancement. The volume helps educators at all grade levels, through interactive and "hands-on" exercises, to:

- Address diversity in the classroom.
- Examine their own and others' biases.
- Expand their own cultural awareness, as well as that of their students.
- Formulate specific action steps to carry out in the classroom and identify steps to create institutional change.

A CLASSROOM OF DIFFERENCE was designed by human relations specialists with training experience in elementary and secondary schools, and is conducted by an ethnically diverse team of professionals with teaching backgrounds.

A WORLD OF DIFFERENCE also offers A WORKPLACE OF DIFFERENCE program, which provides training workshops for corporations, small business, and government agencies. Another facet of A WORLD OF DIFFERENCE program is A CAMPUS OF DIFFERENCE, a diversity-education and diversity-awareness training program for colleges and universities. A final component of A WORLD OF DIFFERENCE Institute is A COMMUNITY OF DIFFERENCE, which features two distinct diversity-awareness and antiprejudice training programs—one for community, parent, and family organization leaders, and one specially designed for law enforcement professionals.

Activities promote self-awareness and awareness of others' culture and perspective, through both small and large group exercises. Areas of focus include conflict resolution skills, communication skills, skills in confronting particular biases (e.g., homophobia, sexism), and leadership skills.

1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
(708) 571-4700 Fax (708) 571-4716

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